

### Using the Correlation Map

The map provides a snapshot of the overall elementary fine arts core to show correlations among the four art forms. It may be used as a quick reference point to lead you to specific strategies and concepts found in the grade level pages. It also demonstrates the idea that you can refer to the items in a specific column to develop lessons integrating multiple art forms, or (by mapping them on a similar matrix) integrating the arts with other subjects.

Combining the NPP with backwards planning - beginning with the end in mind - helps teachers to map instruction over the year by focusing on each component of the pattern as it applies to various subject matter areas for approximately 4-6 weeks (i.e. What can we learn about the structures found in geometry, landforms, literature, etc?). Or it may be used to plan the unit of study (i.e. what are the essential questions and how will students show mastery? How will they personalize learning? What kinds of integration will be effective? What skills will they need? What is their prior knowledge? What elements are needed?). It can even be used to plan a specific lesson using similar questions.

Using the pattern, you can correlate various subject areas for more effective and efficient teaching and learning. Do this by aligning them on a matrix where the rows show process or change over time and the columns show correlations among disciplines.

With the current focus on accountability particularly in literacy and mathematics, teachers realize the need to connect and integrate whenever possible to both teach the required core subjects, and to teach them in authentic and transferable ways. In addition to teaching the arts for art's sake, teaching the arts is necessary for the sake of overall learning and development. Research has shown that teaching the arts not only improves student attitudes and behavior, but contributes to improved academic understanding and achievement. The Four Art Form Correlation Map can be a quick reminder of ways the arts can support improved learning, behavior, attitudes, problem solving, collaboration and creativity.

# Four Art Form Correlation Map

Art form	Identify/Experience	Explore/Contextualize	Build Skills/Practice	Analyze/Integrate	Research/Create	Refine/Contribute
<b><i>Dance</i></b> Use body and mind in the context of time, space and energy in creative movement, folk and traditional dance forms	Warm-up including whole body & isolated parts Rhythm – simple to complex Tempo – single and multiple Line, shape, direction, levels, range Qualities of movement Cultural dances	Joy of moving, personal space, safe environment for moving Dances from other cultures and time periods, Strength, flexibility, coordination, etc. Change tempi, line, etc. in space phrase with partner or in small groups. Abstract dance from objects or art work	Basic axial and locomotor movement Folk and world dance Creative dance integrating changing tempi, space, variations of time & energy, verbal or visual themes. Repetition, contrast, transition and resolution. Learn cultural dances	Choices in improvised dances – rhythms, moods, qualities, space, time and energy Original dances and dances from other cultures and time periods. Sequence movement created from abstracted verbal or visual themes. Discuss how this phrase creates meaning.	Use elements of dance to create original dances Folk/world dance. Dances using variations of time and energy. Dances based on a theme. Vary the theme by changing time, space, and energy	Respectfully take turns performing & observing. Perform for peers, another class, or community Respond appropriately to vocal, musical or observed cues using dance terminology. Perform with full commitment and work cooperatively.
<b><i>Music</i></b> Sing, play and listen in a variety of musical forms including popular, traditional and world music.	Respond actively to music with an increasing attention span Listen to and enjoy a wide variety of music Melody and harmony, basic notation, duple and triple meter, phrasing, expressive elements and timbre	Encourage students to eagerly explore new musical experiences leading to more advanced in-tune singing, melodic patterns, parallel harmony in thirds, multiple forms, Tempo, dynamics, texture	Singing games, songs, folksongs, etc. to encourage natural production, breath support, harmonic skills later - read and write metric patterns, play rhythmic patterns, label forms, layer and balance vocal and instrumental timbre	Musical experiences, traditions, vocal production, styles, melodic movement, kinds of harmony, chord changes, rhythm patterns, themes, effects of music on ideas, thoughts and emotions – contemporary & historical	Initiate musical expression, songs, etc. Create/improvise style, melodies, harmonies, chords, rhythmic phrases, simple arrangements or melodies, notation, etc. Research sound production in voice and instruments	Initiate musical play, singing, playing, Perform in tune with natural voice, melody & harmony, steady beat with sensitivity to tempo, dynamics, and articulation Perform familiar songs in a new vocal or instrumental style
<b><i>Theatre</i></b> Focus on script, acting, design and audience pertaining to theatre and media representing traditional and contemporary genres	Imaginative play, creative dramatics, mental, voice, & body skills, Design – settings, costumes, etc. Performance and audience relationships	Characters, settings, events, role-play and improvisation with single elements and then combinations of elements, and alternative artistic choices.	Sequence of events in folktales, stories and scenes, vocal and body characteristics, combined elements, using various theatre forms and literal and symbolic messages	Choices of characters, voices, events, imaginative choices, Process Drama with literature, curriculum, current events, Published scripts, concrete and symbolic design elements, audience response	Create characters, retell stories, create original scenes, plays, etc. act in dramatically unified original work, Research ways theatre & media transform cultures and audiences.	As a class dramatize a story, scene, poem, or song, Evaluate original scripts for dramatic unity, Participate on production crew for play, develop a vocabulary for positive criticism
<b><i>Visual Art</i></b> Use line, shape, color, texture, and balance in multiple genres	Find straight and curved lines, scribble freely Characteristics of line, color (primary, secondary, tertiary), positive/negative shape, value, shade, texture, balance in nature and man-made artifacts	Simple drawings, paintings from scribbles, shapes, textures, paint, chalk, etc. Various color making tools Change, repetition, patterns, graduated scale, illusion of texture, symmetry and asymmetry, perspective	Art materials and tools Folk art, 3-d art forms, Horizontal, vertical, diagonal lines, structural lines and interior features, represent positive and negative space, sculpture observational drawings, shading objects, color schemes	Shape, size, textures, colors Qualities of elements in own work and masterpieces, architecture, etc. Aesthetics Artistic choice & meaning Impact of art on society	Drawings, paintings, sculptures, etc. from stories, nature and manmade objects based on specified criteria Research specific artists and art in cultures, genres, etc.	Tell a story with artwork Create artwork using color to express emotion Contribute to ideas of group, curate art show, develop portfolio, incorporate elements and principles to express important visual ideas